



## 6.1 BEHAVIOUR MANAGEMENT POLICY

### Introduction

The Downs School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos and values of the school. Promoting the emotional well-being of all of our pupils is key to their development. The school aims to teach trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. The school develops qualities of team-work and leadership through its breadth of learning opportunities and extensive programme of extra-curricular activities and After School Clubs.

Good behaviour in schools is central to a good education and welfare. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. The schools performance on Behaviour Management is in-line with guidance from the Equality Act 2010.

The Downs is a fully inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person in order that they can make an effective contribution to the modern world.

### Behaviour in schools (2024)

The Downs School follows these [recommended guidelines](#):

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;

- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

## **Code of Conduct**

The Downs community of governors, staff, volunteers, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules (Code of Conduct for Staff including Contact with Children). The Downs sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's rules and regulations and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at the Downs, particularly the vulnerable. Harassment and bullying will not be tolerated. Our anti-bullying policy is on our website and in the Pupil Parent Handbook. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation, physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. The school expects pupils to behave at all times in a manner that reflects the best interests of the whole community.

## **Involvement of Parents and Guardians**

Parents will have access to this policy via the website.

Parents and guardians who accept a place for their child at the Downs undertake to uphold the school's policies and regulations, including this policy when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour and respect, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

## **Unexplained Absences**

The school will always telephone the pupil's home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the school's policy usually to not allow holiday to be taken during term.

## **Involvement of Pupils**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them in assemblies, through the pupil led Anti-Bullying Ambassadors, in 1-2-1 tutor sessions, PSHE lessons and via the School Council which meets regularly.

## **School Rules and Regulations**

The school's rules and regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through positive reinforcement and the use of house points, Commendations, Post Cards home and in Pre-Prep weekly 'Good Work Assemblies', as well as other rewards, appropriate to age. Sanctions help us to set boundaries and to manage challenging behaviour. Policies on Sanctions, Rewards and Positive Reinforcement will be found in the Staff Handbook and can be requested from the School Office. These may change from time to time. Parents and guardians undertake, when signing the Parent Contract, to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Head undertakes to apply any sanctions fairly, taking individual needs into account, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include:

- Reflections break times, where a discussion with a senior member of staff about the reason for their behaviour is followed by the opportunity to reflect on events by completing a Reflection form.
- Detentions after school and/or on Saturdays;
- withdrawal of privileges;
- confiscation of property that is being used inappropriately or without consideration;
- assistance with domestic tasks, such as sweeping and collecting litter;
- withdrawal from a club, school trip or team event;
- Internal exclusion. Removal from timetabled lessons for a limited period of time. Normally to allow an investigation to be thoroughly conducted.
- suspension for a specified period, removal or expulsion.

Corporal punishment is not threatened or used under any circumstances at The Downs School and should be reported to the Deputy Head Pastoral if concerns exist.

The school's policy on Sanctions, Exclusion and Expulsion may be found on the school website. All parents and pupils should be aware of the more serious sanctions, including internal exclusion, suspension and expulsion that the Head can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches of the rules and regulations include, but not limited to:

- drug abuse; including over the counter medication
- Legal highs
- knives
- alcohol and tobacco abuse (including vapes);
- theft;
- bullying;
- physical assault/threatening behaviour;
- fighting;
- sexual harassment (including “Upskirting”)
- racist or sexist abuse (including “Upskirting”);
- sexual misconduct (including “Upskirting”)
- damage to property;
- persistent bullying
- persistent disruptive behaviour; and/or
- parental behaviour.

Addendum – As of 1 June 2020, in line with DfE guidance in wake of the Covid-19 pandemic, the deliberate act of spitting or coughing at or towards another pupil shall be included in this list until otherwise advised.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

### **Physical Restraint**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 (updated 2024) enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of pupils"

All of our staff are aware of the circumstances in which reasonable minimum force may be used. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Staff take into consideration the following points before using reasonable minimum force.

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically. The school will always inform a parent when it has been necessary to use physical restraint and invite them to the school, so that we can, if necessary, agree a protocol for managing that individual pupil's behaviour in the future.

### **Teaching and Learning**

The Downs aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive, supportive and tactful way. The school's teaching staff offer every child a high level of individual attention together with consistent and helpful advice. In return, the school expects every pupil to co-operate and to work hard. A system for our behaviour path to success can be seen at Appendix 1.

### **Monitoring**

The behaviour of the children is monitored on an ongoing basis by all those employed at the school. The Leadership Team regularly evaluate behaviour from informal feedback, observation and the scrutiny of trends.

### **Timescale**

There will be an annual review of this policy and all procedures within carried out by the Deputy Head Pastoral.

<b>This policy was updated on</b>	<b>Signed on behalf of the School</b>	<b>Date for review</b>
02/11/24	O Elliott	01/11/25

<b>Overview required by R&amp;R Committee - date</b>		<b>Policy uploaded to website(s) - date</b>
22/11/23		04/11/24

## Appendix 1

